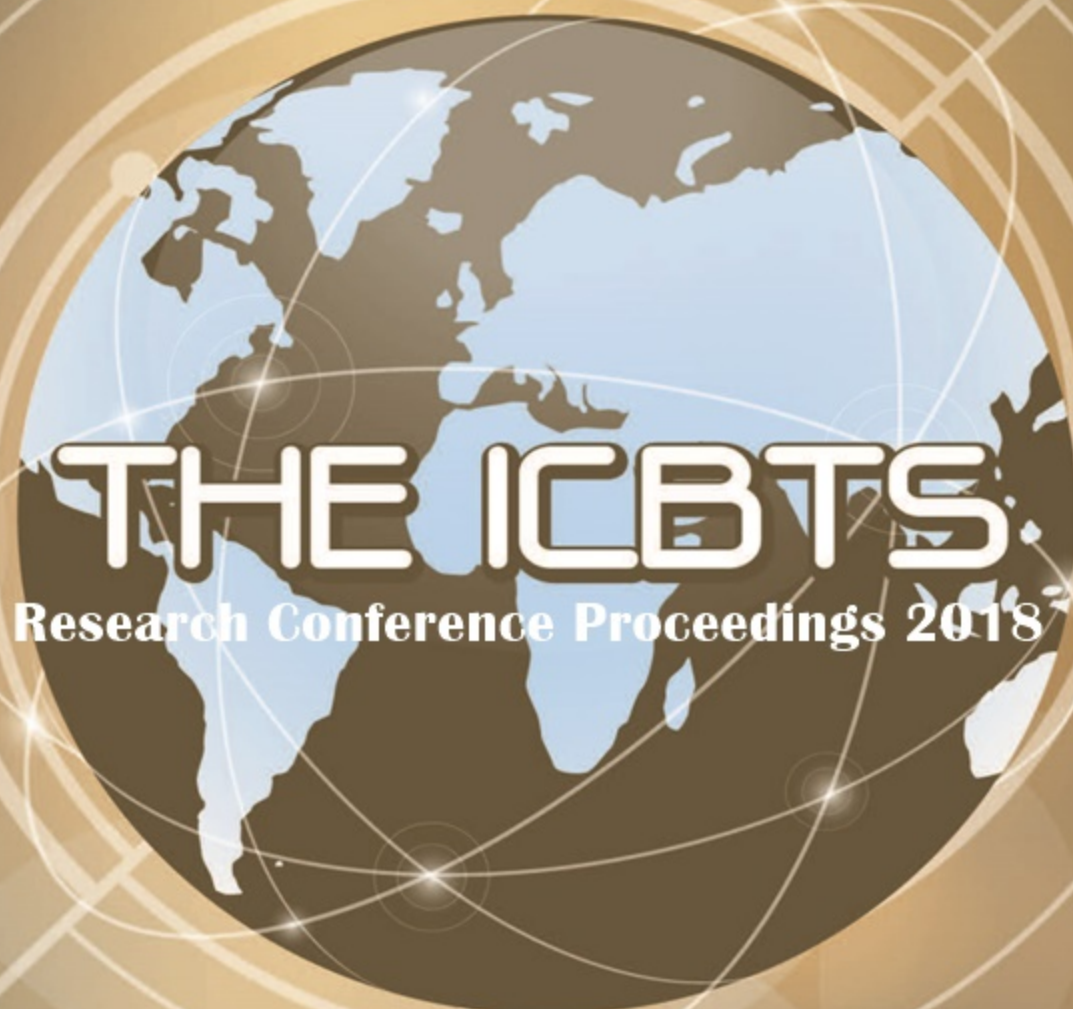


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THE ICBTS

Research Conference Proceedings 2018

International Academic Multidisciplinary Research Conference 2018

Proceeding of

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*Vienna, Austria
1–3 March, 2018*

THE 2018 ICBTS



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Conference Three Themes

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The International Education Social Sciences and Humanities Research Conference

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INTRODUCTION

We would like to welcome our colleagues to the International Business Education Social Sciences Humanities Tourism Transport Technology Research Conference. It is the nine series in 2017 of Conference on Business Tourism and Apply Sciences was held in Paris. As always many members of the ICBTS 2017 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to October between Europe and the rest of the world is now well established. This year's event in Madrid (Spain) London (UK) Las Vegas (USA) Munich (Germany) Amsterdam (Netherlands) Zurich (Switzerland) London (United Kingdom) Berlin (Germany) Paris (France) and another continues with the cultural following the very successful and productive event held in London in February 2018 in the field of various types for international academic research conference on Business Education Social Sciences Humanities and Technology. As usual The ICBTS 2018 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2017 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It also represents an emerging and highly challenging area of research and practice for both academics and practitioners alike, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Paris represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
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- Health care Management
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Professor Dr. Ebrahim Soltani

Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND



Professor Dr. Kai Heuer

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.

SPEAKER BACKGROUND



Dr. Tariq Khan

Dr Tariq Khan is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming ,Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

International Academic Multidiscipline Research Conference in Vienna 2018

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	Academic Advisory & Session Chair Professor Dr. Kai Heuer, Germany Professor Dr. Hiromi Ban, Japan
1 March 18(M)	Session A
1 March 18 (TH) 09.00-10.30 (TH)	Session A1 Paper 1(2) STRENGTHENING OF LEG MUSCLES WITH SELF STIMULATES MASSAGE IN THAI TRADITIONAL MEDICINE IN SCHOOL AGE CHILD <i>NATSINEE SANSUK</i> Paper 2(23) THE UNIVERSITY STAFF SURVEY: NUTRITIONAL STATUS AND FOOD CONSUMPTION BEHAVIOR <i>KANIT NGOWSIRI AND KUNYA NAPAPONGSA</i> Paper 3(412) COGNITIVE, PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF A CHILD <i>DR. REHAB BEGUN</i> Paper 4(31) THE ROLE OF SUPERVISOR ON PERCEPTION OF GENERATION Y NURSING STUDENTS ON THEIR NURSING SKILLS AFTER THEIR FIRST CLINICAL PRACTICE <i>KANCHANAKIATKANON AND WARUNSIRI PRANEETHAAM AND ORATHAI RUNGVACHIRA AND NAPISSARADHIRANTHARA AND PETCHARAT TACHATHAWEWON</i> Paper 5(35) SELF AWARENESS OF BLOOD SUGAR CONTROLL FOR THAI COMMUNITY DM. AT PREMRUTHAI PRAVATE COMMUNITY BANGKOK <i>TIPAPAN SUNGKAPONG AND BOONSRI KITTICHOTTIPANICH AND CHANTANA CHANGCHENVATE</i> Paper 6(32) SELF-ASSESSMENT OF NURSING PRACTICES AND MIDWIFERY OF GRADUATES IN COLLEGE OF NURSING AND HEALTH, SUAN SUNANDHA RAJABHAT UNIVERSITY <i>KANYA NAPAPONGSA AND KANIT NGOWSIRI</i>
10.31 – 10.45	Morning Break
10.46 – 12.00	Session A 2 Paper 1(18) FACTORS PERSUADING IMPRESSION OF PREGNANT WOMEN ATTENDING AT HIGH RISK PREGNANCY CLINIC <i>BOONSRI KITTICHOTTIPANICH AND SUWANMANEE WUTTI AND PRAPAIWAN DANPRADIT AND CHANTANA CHANGCHENVATE</i> Paper 2(20) A STUDY ON HAND HYGIENE COMPLIANCE FOR EDUCATION AMONG VISITORS IN MEDICAL UNIT <i>ORATHAI RUNGVACHIRA AND APINYA KOONTALAY AND WARUNSIRI PRANEETHAM AND KANCHANA KIATKANON AND MANEERAT PAKTOOB</i>

	<p>Paper 3 (33) ISSUES AFFECTING ADOPTION OF PERSONALIZED MEDICINE <i>Dr. Shehla Shehla</i></p> <p>Paper 4(22) EFFECTS OF EMPOWERMENT PROGRAM ON DEMENTIA PREVENTIVE BEHAVIOR IN ELDERLY <i>CHOTISIRI, L AND TECHAPONGVORACHAI, K</i></p> <p>Paper 5(30) THE MODEL TO STRENGTHEN THE MORAL AND THE BASIC FOR THE FORTH YEAR NURSING STUDENTS IN COLLEGE OF NURSING AND HEALTH, SUAN SUNANDA RAJABHAT UNIVERSITY <i>CHANTANA CHANGCHENVATE</i></p>
12.01-13.00	Lunch Break
13.01-14.15	<p>Session A 3</p> <p>Paper 1 (15) MARKER-LESS BASED DETECTION OF REPETITIVE AWKARD POSTURES FOR CONSTRUCTION WORKERS <i>Ren-Jye Dzeng and Yi-Pin Chiang and H.H. Hsueh</i></p> <p>Paper 2 (9) DOES RAIN WASH OUT PARTICULATE MATTER? AN APPLICATION TO THE EFFECT OF AIR POLLUTION ON INFANT MORTALITY <i>Mehreen Mookerjee</i></p> <p>Paper 3 (42) ELECTROHYDRODYNAMIC STRUCTURES FOR SURFACE ENHANCED RAMAN SCATTERING BASE POINT-OF-CARE DIAGNOSTICS <i>Professor Dr Pola Goldbrerg Oppenheimer and Dr JJ Rickard</i></p> <p>Paper 4 (37) THE DEVELOPMENT OF THAI ENGINEERS' POTENTIALS FOR AEC <i>NATNAPORN AEKNARAJINDAWAT</i></p> <p>Paper 5 (45) METRICAL FEATURE EXTRACTION OF ENGLISH TEXTBOOKS IN FINLAND <i>Professor Dr. Hiromi Ban and Takashi Oyabu</i></p>
14.16-15.30	<p>Session A4</p> <p>Paper 1(9) DEVELOPMENT OF CAVENDISH BANANA CAKE FROM JUSMINE RICE FLOUR REPLACING WHEAT FLOUR <i>NUNYONG FUENGKAJORNFUNG</i></p> <p>Paper 2(24) EXPLANATORY MODEL BASED ON PERSPECTIVES OF DIABETIC PATIENTS IN NORTHERN THAILAND <i>SUKANYA BOONVARASATIT, WANICH SUKSATHAN, KANTAPONG PRABSANGOB</i></p> <p>Paper 3(26) PERCEPTION OF HEALTH STATUS AND SELF-EFFICACY OF AGING: SAMUT SONGKHRAM PROVINCE <i>WIPAKON SONSNAM AND MUNTHANAWADEE MAYTAPATTANA</i></p> <p>Paper 4(7) THE NEED FOR FDI INVESTMENT OF LATEX RUBBER IN THAILAND <i>PICHET TREEWAI AND HATHAIKAN CHOOTRAKOOL</i></p> <p>Paper 5(8) PRODUCT DEVELOPMENT OF BREAD WITH SANGYOD RICE FLOUR SUBSTITUTED FOR WHEAT FLOUR <i>JIRAPORN WEENUTTRANON</i></p>
15.31- 15.45	Afternoon Break
15.46 - 17.45	<p>Session A</p> <p>Paper 1 (27) THE ANALYSIS OF KNOWLEDGE AND ABILITY OF UNDERSTANDING KANJI IN THAI STUDENTS AT THE BEGINNING LEVEL: THE CASE STUDY OF THE KANJI PROFICIENCY TEST AMONG</p>

	<p>UNDERGRADUATE STUDENTS AT SUAN SUNANDHA RAJABHAT UNIVERSITY <i>RUDEEMAD RODSUK</i></p> <p>Paper 2 (33) E-BOOK USAGE BEHAVIOR OF UNDERGRADUATE STUDENTS <i>RATANAVADEE TAKERNGSUKVATANA</i></p> <p>Paper 3 (2) INTERPRETING THE ONE-CHINA PRINCIPLE CROSS-STRAIT RELATIONS AND THE DEVELOPMENT OF CONFIDENCE-BUILDING MEASURES <i>Chiashing Wu</i></p> <p>Paper 4 (4) DESIGN THINKING: AN APPROACH THAT SHAPED BANDUNG INTO CREAIVE CITY <i>Zahra Syifa and Abubakar Ahmad</i></p> <p>Paper 5 (40) THE DEVELOPMENT OF TOURISM LOGISTICS AND SUPPLY CHAIN MANAGEMENT OF LAMPAYA FLOATING MARKET, BANGLEN, NAKHON PATHOM, THAILAND <i>WATANYU CHOOPAK</i></p> <p>Paper 6 (3) EFFECTIVENESS OF SELF-HELP GROUP PROGRAM FOR IMPROVING HEALTH LITERACY AMONG TYPE 2 DIABETIC PATIENTS RECEIVING SERVICES AT SUB-DISTRICT HEALTH PROMOTION HOSPITALS IN BANGKONTHEE DISTRICT, SAMUT SONGKRAM PROVINCE, THAILAND <i>KANTAPONG PRABSANGOB</i></p> <p>Paper 7 (21) THE ENHANCEMENT OF THE FACILITIES FOR THE DISABLED OR HANDICAPPED AND THE ELDERLY, STATE ENTERPRISE BUILDINGS <i>Jitravadee Roongin Kunkar and Auntita Pankosol</i></p> <p>Paper 7 (23) THE PHYSICAL APPLICATION OF CERAMICS GLAZE FROM AGRICULTURE WAST: ORANGE PEEL ASH <i>Suraphan Rattanaavadi</i></p>
1 March 18(TH)	Session B
1 March 18(TH) 09.00-10.30 (TH)	<p>Session B1</p> <p>Paper 1 (1) ENHANCING LANGUAGE COMPETENCY OF HUMAN RESOURCES AS A BUSINESS COMPETITIVE ADVANTAGE VIA ENGLISH FOR BUSINESS PURPOSES <i>DUANGKAMOL THITIVESA</i></p> <p>Paper 2 (44) RESEARCH AND DEVELOPMENT OF READING LITERACY FOLLOW THE PISA TEST USING BY READING APPRENTICESHIP APPROACH <i>TASANEE SATTHAPONG</i></p> <p>Paper 3 (28) INTERDISCIPLINARY COLLABORATION BETWEEN FACULTY MEMBERS AND INSTRUCTIONAL DESIGNERS <i>Fatimah Albrahim</i></p> <p>Paper 4 (43) STUDY OF CONDITIONS AND PROBLEMS OF ADMINISTRATIVE COMPETENCE OF SCHOOL PRINCIPALS ACCORDING TO PROFESSIONAL STANDARDS <i>TUANJAI DONPRASIT</i></p> <p>Paper 5 (12) THE ADAPTATION OF THAI TRADITIONAL MEDICINE AND HERBS ENTREPRENEUR TO BECOME CULTURAL HEALTH SUPPLEMENTARY PRODUCTS: A CASE STUDY OF U-THAI PRASIT CORPORATION, MUANG DISTRICT, PRACHIN BURI PROVINCE <i>SAOWAPA PHAITHAYAWAT AND TIKHAMPORN PUNLUEKDEJ AND SUWAREE YODCHIM</i></p>

	<p>Paper 6 (6) HOW DEVELOP TRADITIONAL TEXTILE TO MAKE THEM MODERN TO THE CONTEMPORARY WORLD THROUGH THE USE OF DIGITAL TECHNOLOGY <i>USAINI ALIYU</i></p>
10.31 – 10.45	Morning Break
10.46 – 12.00	<p>Session B 2 Paper 1 (11) ENGLISH INFLECTION IN PLURAL NOUNS WITH -O, -OO, -OE, -OU -OW, AND -EAU ENDING <i>SUWAREE YORDCHIM</i> Paper 6 (42) THE EFFECTS OF PROJECT-BASED LEARNING ON STUDENTS' ENGLISH LANGUAGE ABILITY <i>ABIGAIL MELAD ESSIEN</i> Paper 3 (16) PROFESSIONAL LEARNING COMMUNITY OF TEACHERS: A HYPOTHESIS MODEL DEVELOPMENT <i>SUCHEERA MAHIMUANG</i> Paper 4 (28) LESS IS MORE: CASE OF TEACHING JAPANESE CULTURE THROUGH PERFORMANCE-BASED LEARNING <i>PREMVADEE NA NAKORNPANOM</i> Paper 5 (44) GRASSROOTS HIGHER EDUCATION RESEARCH AND SUSTAINABLE DOCUMENTATION OF MINORITY LANGUAGES FOR REGIONAL ENTREPRENEURIALISM <i>Professor Francien Herlen Tomasowa</i></p>
12.01– 13.00	Lunch Break
13.01-14.00	<p>Session B 3 Paper 1 (3) SEEKING RELEVANCE: SHOULD A DIAGRAM BE NOTICED WHEN SOLVING A MATHEMATICS PROBLEM? <i>Professor Dr. Brian D. Beitzel</i> Paper 2 (32) BEYOND THE DISCIPLINE: DIALOGUES ON INTERDISCIPLINARY LEARNING AND TEACHING IN THE HUMANITIES <i>Professor Nuria Alonso García Prof.</i> Paper 3 (41) CLASSROOM ACTION RESEARCH FOR TEACHING MATHEMATICS IN SECONDARY SCHOOLS <i>KANOKRAT KUNASARAPHAN</i> Paper 4 (17) FLOOR PLAN-ANALYSIS, LIGHTING AND PHYSICAL ENVIRONMENT OF CLASSROOM DESIGN CORRESPONDING IN THE 21ST CENTUR EDUCATION <i>Dr. Preechaya Krukaset</i></p>

14.01-15.15	<p>Session B 4</p> <p>Paper 1 (13) NETWORK INTERACTION IN THE HOSPITALITY INDUSTRY AND ITS IMPACT ON THE FINANCIAL CONDITION OF THE HOTEL COMPANY <i>Natalia Baranova and Liudmila Bogatyreva and Marina Efremova</i></p> <p>Paper 2 (14) SECONDARY TOURISM DESTINATION WITH HERITAGE POTENTIALS, KHIRIWONG COMMUNITY, NAKHON SI THAMMARAT, THAILAND <i>NUNTANA LADPLEE</i></p> <p>Paper 3 (13) INTENTION TO VISIT GREEN HOTEL: A CASE STUDY OF THAI TRAVELERS <i>KANYAPILAI KUNCHORNSIRIMONGKON</i></p> <p>Paper 4 (10) SECONDARY AND FRINGE TOWNS ALONG THE NORTHERN THAILAND ROUTE FOR SELF-DRIVE TOURISM: AN INVESTIGATION OF TOURISTS' PERCEIVED SOUVENIR QUALITIES AND ATTRIBUTES PREDICTING DECISION MAKING TO PURCHASE <i>SIRIPEN YIAMJANYA</i></p> <p>Paper 5 (17) THE STUDY OF CLIENT REQUIREMENTS IN CHOOSING ACCOMMODATION IN SURIN PROVINCE <i>KANAMON SUWANTADA</i></p>
15.16 - 15.30	Afternoon Break
15.31- 17.45	<p>Session B 5</p> <p>Paper 1(10) THE BELIEF OF HOLY MAN AND ITS INFLUENCE IN THAI SOCIETY: PAST AND THE PRESENT <i>Dr.Siriporn Dabphet</i></p> <p>Paper 2 (4) PROBLEMS AND METHODS OF DEVELOPING THE ENTERPRISE RESOURCE PLANNING SYSTEM OF SUAN SUNANDHA RAJABHAT UNIVERSITY <i>PIYARAT SAWETTADUL AND TEERAWIT TINPRAPA</i></p> <p>Paper 3 (5) THE STUDY OF MANAGING THE FACTORS OF STUDENT TRANSPORTATION TO ATTEND THEIR CLASSES ON SCHEDULE <i>TANYALUK SUPHANATE AND CHATTRARAT HOTRAWAISAYA</i></p> <p>Paper 4 (11) THE EFFECT OF MICE STAKEHOLDERS' PERCEPTION ON DECISION MAKING: Aqaba City as a Potential MICE Destination <i>Dr. Omar Alananzeh</i></p> <p>Paper 5 (6) THE STANDARD OF MONITORING THE PERFORMANCE OF SUAN SUNANDHA INTERNATIONAL SCHOOL OF ART <i>NATTACHA LEEPANYAPORN</i></p> <p>Paper 6 (45) SAFETY BEHAVIORS OF EMPLOYEES IN MANUFACTURING OPERATIONS <i>NATAWADEE PUTTAWONG AND ASST. PROF. DR. WITTHAYA MEKHUM AND WUTTHIKORN MALIKONG</i></p> <p>Paper 7 (36) THE QUALITY ENHANCEMENT OF COMPETITIVE POTENTIALS FOR THAI ENTREPRENEURS <i>KANITTHA SESKHUMBONG AND SOMDECH RUNGSRISAWAT</i></p> <p>Paper 8 (19) COMMUNICATION DESIGN PROJECT FOR PROMOTING THE IDENTITY OF KLONG YONG DISTRICT, NAKHON PATHOM <i>Supatra Lookraks and Preechaya Krukaset and. Suraphan Rattanavadi and. Jitravadee Roongin Kunkar and Khwanchai Sukkon and Jitima Seutong</i></p>

	Paper 9 (20) QUEER IMAGES IN THAI CONTEMPORARY DANCE: A CASE STUDY OF 18 MONKEYS DANCE THEATRE <i>Sun Tawalwongsri</i>
2 March 18 (F)	Session C
2 March 18 (F) 09.30 – 10.30	Session C1 Paper 1(7) THE DETERMINATION OF BODY IMAGE AND LIFE SATISFACTION OF DISABLED WOMEN <i>EDA PURUTÇUOĞLU and CEMİLE AKSEL</i> Paper 2 (35) MEDICAL AND PUBLIC HEALTH SECRETARY IN THAILAND'S PRIVATE HOSPITALS <i>Pongsak JAROENNGARMSAMER</i> Paper 3 (36) THE RESULT OF WATER FLOW AND SETTLE ON FERROUS ION REMOVAL EFFICIENCY IN AQUEOUS SOLUTION <i>Mr. Thanya Promsorn</i> Paper 4 (12) Evaluation of the levels of heavy metals, Dissolved Organic Phosphorus (DOP) and Nitrogen (DON) in three Wetlands of Northern Nigerian <i>Shaibu Yusuf and Audu, A. A. And Waziri, M. K. Jigawa</i>
10.31 – 10.45	Morning Break
10.46 - 12.00	Session C2 Paper 1(38) THE ENHANCED ACTIVITIES SKILL AFFECT READING ENGLISH LANGUAGE OF EARLY CHILDHOOD <i>Phanee Rojanabenjakun</i> Paper 2 (14) Legal education to support social evaluation in Pakistan <i>Riaz Pervez</i> Paper 3 (25) Teaching English to students with autism: Montessori-Oriented versus Audio-Lingual Method <i>Mahsa Rezvani</i> Paper 4 (26) A Practical Guide to Collaborative Writing Assignments as a Pedagogical Technique in Higher Education Implemented in an Economics Course <i>Bahia Braktia and Belkacem Braktia</i> Paper 5 (31) Initiatives towards peace process in the jammu and kashmir state in the post kargil era <i>Pinki maurya</i> Paper 6 (15) CUSTOMER AIRLINES' EXPECTATION AND SATISFACTION ON CARGO GROUND SERVICE: A CASE STUDY OF CARGO GROUND SERVICE IN THAILAND <i>KANGWARN PHOTHONG AND KORAWIN KUNGWOLA</i>
2 March 18(F)	Session E

2 March 18 (F) 09.30 – 10.30	Session E1 Paper 1(46) The stability Study of Clinacanthus nutans or Prayayor cream declared in National List of essential Medicines B.E.2560 <i>Dr. Nophadon Luangpirom</i> Paper 2 (47). Accepting Factors on Uterine Firming Massage in Thai Traditional Medicine Services <i>Wannee Promdao</i> Paper 3 (40) ELECTRONIC SPREADSHEET PACKAGE IN OFFICE MANAGEMENT: A KEY DRIVE FOR SECRETARIES AND ADMINISTRATION DUTIES <i>Chibuzo Emmanuel Amah N.</i> Paper 4 (41) Integrating receptive and productive language skills in ESP courses on the Moodle platform <i>Orit Zeevy-Solovey</i>
10.31 – 10.45	Morning Break
10.46 - 12.00	Session E2 Paper 1 (43) ROYAL THAI CUISINE OF SUAN SUNANDHA PALACE FOR HEALTH ON THE THEORY OF THAI TRADITIONAL MEDICINE <i>Dr. Supalak Fakkham</i> Paper 2(33) The Impact of Quality Information on the Environmental Accounting Disclosure: A Case study for the Arabian Gulf Oil Company in Libya. <i>Associate Prof.Dr. Eltayeb M. Elgobbi and Assistant Eltaib E. E. El-Ghannai</i> Paper 3 (34) India's Act East Policy: Strategy for Economic integration with Southeast Asia <i>Binit lal</i> Paper 4 (37) India's Role in the Geopolitics of Indo-Pacific: Opportunities and Challenges Vivek Kumar Saurabh Paper 5 (39) The effect of Project – Based Learning on Undergraduate Students English for Specific Purposes (ESP) Courses Aziza Kavlu
12.01	Conference Close
1 -2 March 18	Participation and Discussion 1. Dr. Mustafa Arslan., Georgia, 2. Dr. Dr Olufemi Aramide, Nigeria 3. Dr. Asif Iqbal, China 4. Professor Wang Zhuquan, China 5. Dr. Sumit Kumar dey, India
3 March 2018	Free day for Participants

RESEARCH AND DEVELOPMENT OF READING LITERACY FOLLOW THE PISA TEST USING BY READING APPRENTICESHIP APPROACH

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ABSTRACT

This study was a research and development. The purposes of this study were to, develop an instructional model based on Reading Apprenticeship Approach for enhancing reading literacy on Pisa of lower secondary school students; and evaluate the efficiency of the instructional model. The research procedure was divided into phases; 1) development of an instructional model based on real problem; and 2) effectiveness evaluation of an instructional model through implementation with the subjects who were thirty lower secondary school students, Rajavinit Mathayom school. The duration of experiment was one semester. The research instrument were reading literacy test. The data were analyzed by using T-test dependent and One-way analysis of variance with repeated measures. The research result show that: 1) the teaching stage, consisting of 4 sub stages which were 1. determining a reading issue from daily life 2. using a reading strategies 3. Interchanging knowledge 4. reflecting idea. 2) The effectiveness of the instructional model after implementation, it was found they; The subjects had the average score of reading literacy higher than the criterion score set at 70 percent and higher than before the experiment at .05 level of significance in all components.

Keywords: Reading Literacy, Reading Apprenticeship Approach

INTRODUCTION

Reading is important skills and really essential for educational system that is the major part and tools of the world purpose for seeking the knowledge, ideas creation, decision making and solutions. In addition, reading can help learners to be quickly and widely in mindset of academic from both inside and beyond classrooms entirely. 80-90 percentages activity of academic institutes have concerned to the reading and learners who have its skillful to encourage as well as acquisition of knowledge. Otherwise reading can improve individual working competency and be required for the knowledge based society [1],[2].

UNESCO submitted the decade of literacy under slogan "Literacy as Freedom" that was literate or its freedom to various people from the freedom of unknown, poverty, sickness, etc. These literate people indicated, had literacy and bring to performance with freely live and improvement [3] by claim each country governments and reminding all society people to recognize in educational solution and increasing literacy target at 50 percentages by 2015 [3]. Because of literacy was the fundamental knowledge, was necessary in modernized society so that why each countries provided their population to have knowledge and literacy for changing society [4], [5].

The important of literacy necessitates the fundamental skills for a person who would become a reading successor. The starting literacy was utilized for good reading skill including languages in writing and reading skill since childhood practice [6]. So, the person who had literacy would be reading literacy at the same time.

Although PISA was originally created by OECD governments, it has become a major assessment tool in many regions and countries around the world. The PISA concept of reading literacy emphasises the ability to use written information in situations that students may encounter in their life at and beyond school. PISA 2009 defines reading literacy as: understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

The reading was also an important factor in society development. It is a component of educational quality measurement that was the potential indicator for economic development. As Organization for Economic Cooperation and Development: OECD held the Program for International Student Assessment: PISA for indicating the future what students was currently learning in the school to be sufficient utilization for how the future live of students as literacy citizens. Another significant was indicated to national citizen's characteristic in the future competitive potential (Low or High).

PISA emphasized on assessing the competency of students to use the knowledge and skills in realistic facing rather than knowledge assessment from course syllabus in school. Currently, OECD/PISA called that competency was Literacy [2]. [6] that assessing framework of literacy measured for reading literacy, Mathematical and Science literacy. They were influencing factors to develop of both skills at home and school. Reading literacy was basic competency in developing to further Mathematical and Science Literacy [7].

In year 2009, Thailand was evaluated the reading literacy of Thai students at lower score than the international average 421 at tier 2 [2] meant the students were basic level of reading proficiency that could read and describe content when they were obviously direct meaning and citing summation or contrast or linkage to the low of existing knowledge. They were evaluated and analyzed as basic level.

The comparison between year 2000 and 2009 were emphasized to reading literacy. Its competency was inclining down and 43percentages of students were below basic of reading literacy. Seeing regional scores were found that the students in Central, Lower Northeastern, Southern and Lower Northern were average of reading literacy at low level [2]. The Conclusion of knowledge and reading skill of students changed the direction to be unsatisfactory, because the total of low reading literacy students were marginal increased [2].

Therefore, the schooling management of Thai language would encourage Junior High School students to have reading literacy. According to it was a knowledge and understanding skills then using in daily life, reflecting and giving the suggestion in contents with engagement in its for targets approach of each people. To develop knowledge and self-competency and social contribution [2] the learners of Junior High School used reading to learn in their objectives with complex stories and specific interesting stories to encourage literacy in own academic contents [8].

The result of study from concepts, theories, principles of literature reviews and researches related to reading literacy enhancement showed that the theories might be able to utilize in fundamental schooling development so as to encourage reading literacy for the learners in Junior High School to be "Reading Apprenticeship Approach"

Therefore, the aim of this study is formulated as follows:

1. To develop an instructional model based on Reading Apprenticeship Approach for enhancing reading literacy on Pisa of lower secondary school students.
2. To evaluate the efficiency of the instructional model.

Literature Review

Reading Literacy

PISA (OECD, 2010: 37; 2012: 61) definition of reading literacy, each part of the definition is explained further:

1. Understanding refers to the ability to gain meaning from what is read. This can include the meaning of words or it can be more complex in identifying the underlying theme of a narrative.
2. Using relates to the notions of application and function (i.e. applying what has been read to an immediate task or goal, or using what is read to reinforce or change beliefs).
3. Reflecting on emphasises the notion that reading is interactive, where readers make connections with their own thoughts and experiences when engaging with a text.

4. Engaging with involves the reader's motivation to read and is comprised of constructs including interest in and enjoyment of reading, a sense of control over what one reads, and reading practices.

5. Written texts includes texts from a variety of media –hand-written, printed and digital. They can include visual displays such as diagrams and pictures. Written texts can be in a variety of formats, including continuous and non-continuous, and in a variety of text types, such as narrative and expositions.

In order to achieve one's goals, to develop one's knowledge and potential, and to participate in society – this statement is intended to capture the full scope of situations in which reading literacy plays a role. To achieve one's goals and to develop one's knowledge and potential refers to the idea that reading literacy enables the fulfillment of individual aspirations. The word participate is used because it implies that reading literacy allows people to contribute to society as well as to meet their own needs. [2].

Therefore reading literacy development for the learners, teachers needed to focus on the development of the learners in reading skill for understanding and engagement resulted to the objective of learners and good reading habit [9].

Reading apprenticeship approach

Reading Apprenticeship Approach was applied by fundamental of Social Constructivism and Social Cognitive Learning Theory. The major character of this concept was teachers, experts and friends to be practice guideline for the process of reading in various types [10]. Role of teachers was the original various systematic applications with extra practice and encouraged the learners to control self-systematic reading Knowledge acquisition was based on Metacognition Conversation how to choose the context and ensure comprehension while reading and evaluating the knowledge outcome, jobs assignment and appropriate reading system for complex contents [11]. The prior reading experiences of learners helped the understanding of content (Brenner, 2009). Learning was emphasized with interaction between learners, teachers and colleagues by group-knowledge sharing, independent group assignment namely pairs, small group, classroom debate and conclusion together [10].

Moreover, Reading Apprenticeship Approach was the original pattern for all writing styles, reading development for all educational levels, and capability encouragement to utilize the various reading methods to concern with the contents. Reader could understand and gather from the main idea of contents. Otherwise it acquired skills of thinking and knowledge to extend for higher education and self-access. This method of reading raised teamwork and motivated all learners. As noticed, the Reading Apprenticeship Approach emphasized to understand and gather from the main ideas conforming to Pressley et al., [12] stated "General researchers did not study for the method of interpretation, but focusing on the main ideas and raising readers competency. The learners' interpretation happened during achievement test, which was provided by their teachers, because learners' interpretive capability was from their knowledge basis, attitude, ideas and method of reading entirely to explain vocabulary, idioms and context. They were shown by interaction between teachers, learners and text" In addition, Johnson Pittelman and Heimlich [13] stated that most researchers aimed to reading comprehension, not in details of words. In fact, words were important components of reading and its interpretation from the meaning.

Therefore, the important guideline for learners to have ability of reading analysis and to know meaning of word for interpretation was Semantic Mapping Strategy.

Based on this explanation, the hypothesis 1 is defined as follows:

H1: The effectiveness of the instructional model after implementation the average score of reading literacy higher than the criterion score set at 70 percent

H2: The average score of reading literacy higher than before the experiment at .05 level of significance in all components.

METHODOLOGY

This study was a research and development. The purposes of this study were to, develop an instructional model based on schema theory and cooperative learning for enhancing reading literacy on Pisa of lower secondary school students; and evaluate the efficiency of the instructional model. The research procedure was divided into phases; 1) development of an instructional model based on real problem; and 2) effectiveness evaluation of an instructional model through implementation with the subjects who were thirty lower secondary school students, Rajavinit Mathayom school. They learn Reading subject (T1202).

The information of research was reading content in the category of Thai literacy for Junior High School grade 1 that was concerned with passage, announcement board, literature, chart tables. Their reading contents were from interesting and requirement of the learners contained in the Education Program.

The duration of experiment was one semester 16 weeks in 2016-2017. The research instrument were reading literacy test apply from PISA [2]. The data were analyzed by using T-test dependent and One-way analysis of variance with repeated measures.

RESULTS

The instructional model by integrating Reading Apprenticeship Approach had 4 teaching stages which were:

1. determining a reading issue from daily life
2. using a reading strategies
3. interchanging knowledge
4. reflecting idea.

Part 1 Quality Inspection of schooling by experiment

The results of schooling model to experiment with Junior High School Grade 1at Wat Benchamabopit School total 30 students, they were as similar as the sample group in final semester year 2016 as following;

First experiment was found that the learners could not reflect ideas from reading contents and explain its content to apply reasonably. The researchers demonstrated conceptual reflection samples and brought ideas from reading contents to apply with the learners by using the technical questions so as to encourage the learners to think and make reasonable decision for some information properly.

Second experiment was found that the learners could reflect the ideas from reading contents. Nevertheless, the process of knowledge relaying, various learners could not bring the knowledge from reading contents to use appropriately. The researchers used a teaching by rising up the sample situations related to the reading contents and asking learners to analyze the issues with suggestion.

The result of teaching experiment was taken to enhance literacy management plan of sample group.

Part 2 The effectiveness of the instructional model by integrating Reading Apprenticeship Approach

Table 1
The comparison result of average score in reading literacy against the sample before and after the experiment (N = 30)

Reading Literacy	Pretest		Posttest		D	T	P
	\bar{x}	S.D.	\bar{x}	S.D.			
Reading Literacy (50)	29.63	3.362	37.30	3.030	7.67	-10.884	.000*

*p < .05

As table 1 found that after experiment of the sample group had overall reading literacy higher than before the experiment at .05 level of significant. Score of before experiment at 29.63 and score of after experiment was increased at 37.30

Table 2
The comparison result of average score in reading literacy against before and after the experiment categorized by component (N =30)

Reading Literacy	Pre test		Post test		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
1.understading (8)	3.06	0.827	3.46	0.681	1.934	.063
2. using (7)	3.86	1.105	5.66	1.268	5.835	.000*
3. reflecting (8)	4.93	1.172	4.40	1.275	1.915	.065
4. engagement (7)	2.70	0.749	2.83	0.791	0.643	.526
reading literacy(30)	14.56	2.062	16.36	2.606	3.366	.002*

*p < .05

As table 2 found that after the experiment to the sample group had overall reading literacy higher than criteria at .05 levels. The average score of understanding, using, and engagement were higher than before the experiment at .05 level of significant. The reflection of sample group had score higher than before the experiment, but not different at 0.05 level of significant.

CONCLUSION AND FUTURE WORK

The research of Schema Theory found that reading guidance assisted the learners understanding of what they read including used the knowledge and relayed its correctly on objective.[14]. Meanwhile Schema Theory with Cooperative Learning assisted all learners having motivation with reading habit, and engagement.[15],[16].The results of research in Reading Apprenticeship Approach assisted enhancement of reading for understanding. Students, who practiced on that theory, could understand and penetrate the main point of the contents. Moreover they could link and well relay on the reading [17].

The Literacy Management Cooperation assisted enhancement the reading for understanding, attitude and motivation for Junior High School [18].

The population of this study was 30 students from lower secondary school. Findings were average score of reading literacy higher than before the experiment at .05 level of significance in all components. The teaching stage were 1.determining a reading issue from daily life 2.using a reading strategies 3.interchanging knowledge 4.reflecting idea.Students who were participant, provided activities and enjoyable learning.Students had reading skills performed best on the Reading Literacy Test.

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